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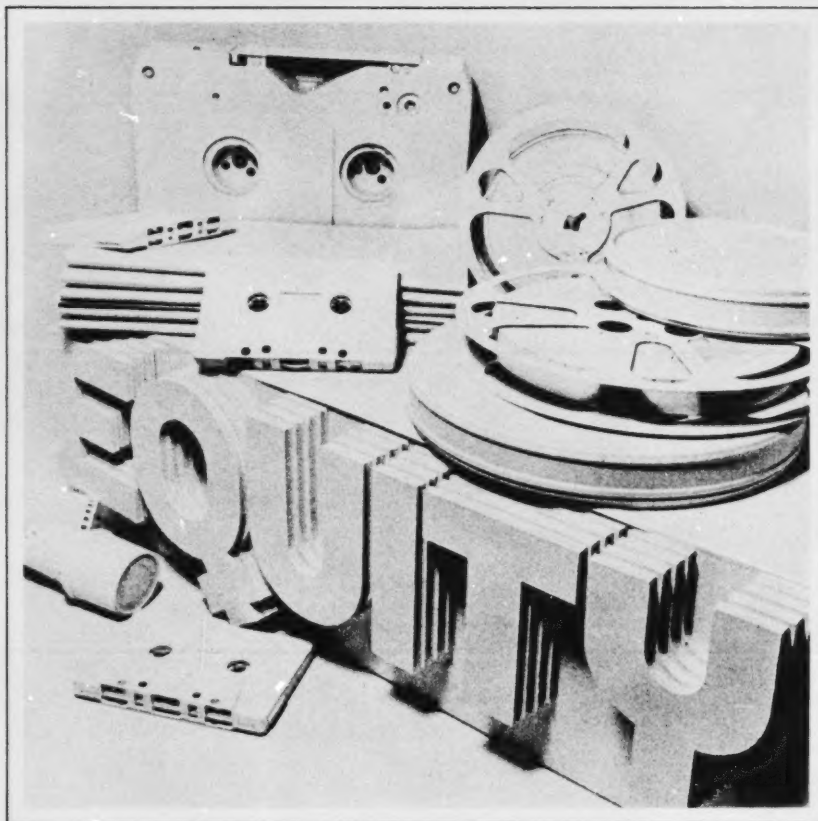
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ABSTRACT

Seven case studies describing a number of situations in which various forms of discrimination against women in higher education have occurred are presented. The case materials were gathered from a number of doctoral level universities, which are not individually identified. Types of discrimination that are considered include: (1) selection processes for student admission and personnel employment; (2) reward systems for salary, rank, and tenure issues as well as class loads, travel funds, availability of graduate assistants to women faculty, and opportunities for women students to obtain assistantships; (3) professional socialization, including both the more formal mechanisms of introducing professional peers and students to information sources, resources, and opportunities for productivity and the less formal techniques for providing support, encouragement and collegiality; (4) expectations for productivity, including expectations and preconceptions held about how and in what areas students and faculty are likely to concentrate their efforts and achieve success; (5) subordinate/superordinate relationships, encompassing the myriad of circumstances in universities in which students, staff, faculty, and administrators find themselves involved in hierarchical relationships; and (6) remedies and recourse, including the special problems which arise when sex discrimination has reached the point where recourse to intra-institutional and extra-institutional channels is initiated by an individual member of the university community. The individual cases may involve simultaneously, two, three, or four evidences of sex discrimination. (SW)

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**Training
Materials
for
Advancing
Women's
Equity**

U S DEPARTMENT OF HEALTH,
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WOMEN IN HIGHER EDUCATION: A CASEBOOK

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USING THE CASEBOOK

Introduction

The seven case studies presented in this monograph describe a number of situations in which various forms of discrimination against women in higher education have occurred. The reader will enter the world of Metropolitan State University and meet some of the administrators, faculty, staff and students who populate that institution. The case materials were gathered from a number of doctoral level universities which bear similarities to the institutional descriptions provided for MSU.

Before turning to the cases, the reader may find it helpful to examine the remainder of this section in which the authors discuss the substantive structure of the cases, offer some procedural alternatives in using the cases, and present two institutional descriptions for Metropolitan State University.

Substantive Overview

The more reality-based the case study, the less likely it can be classified as representative of a single topical area of discrimination. The cases were chosen to be representative of major areas of discrimination against women in higher education, and to some extent they are classifiable under such categories, but it is quite obvious that real life situations overlap categories so an individual case may involve simultaneously two, three or four evidences of sex discrimination. Across the seven cases, the authors have attempted to document incidents which involve:

1. Selection Processes--ranging from student admission into institutions of higher education to the employment of personnel for faculty and administrative positions.

2. Reward Systems--including such obvious topics as salary, rank and tenure and less obvious problems as class loads, travel funds, availability of graduate assistants to women faculty and opportunities for women students to obtain assistantships.
3. Professional Socialization--including both the more formal mechanisms of introducing professional peers and students to information sources, resources and opportunities for productivity and the less formal techniques for providing support, encouragement and collegiality.
4. Expectations for Productivity--Stereotyping--including expectations and preconceptions held about how and in what areas students and faculty are likely to concentrate their efforts and achieve success.
5. Subordinate-Superordinate Relationships--encompassing the myriad of circumstances in universities in which students, staff, faculty and administrators find themselves involved in hierarchical relationships.
6. Remedies and Recourse--including the special problems which arise when sex discrimination has reached the point where recourse to intra- and extra-institutional channels is initiated by an individual member of the university community.

A few of the cases and topics are congruent. For example, Case VII details an incident in which a woman faculty member sought formal recourse for salary discrimination. But in general, the topics appear in several different cases. Figure 1 depicts the overlap between the topics and the cases and should be useful to anyone who prefers to concentrate on the topics using incidents from several cases for illustration. Subtopics under the major topics have been added to make it easier to identify portions of cases which could be employed topically. So, for example, incidents relating to the general topic of "Selection Processes" occur in Cases I, II, V and VII, and six subtopics are noted as germane to this general topic, e.g., inadequate methods of recruiting applicants, irrelevant topics in personal interviews.

The authors hope that this preview of the case topics will serve as both an advance organizer of the content of the casebook and a method for those using the cases to adapt the cases to topical presentations.

FIGURE 1

Inventory of Topical Areas of Discrimination That Appear in the Seven Case Studies

Areas of Discrimination		Case Studies						
		I	II	III	IV	V	VI	VII
1. <u>Selection Processes</u>								
(a) Inadequate identification of availability pool.		X				X		
(b) Inadequate methods of recruiting applicants.		X				X		
(c) Differential evaluation of credentials.			X			X		X
(d) Irrelevant topics in personal interviews.		X	X			X		
(e) Lack of access to positions for accumulating experience.						X		
(f) Appointments to low status committees.				X				
2. <u>Reward Systems</u>								
(a) Differential evaluation of performance.			X					X
(b) Devaluation of related professional activities.				X	X			
3. <u>Professional Socialization</u>								
(a) Lack of support and encouragement from peers and superiors.			X	X	X	X		
(b) Perceived lack of long-term commitment.		X		X				
(c) Social isolation.			X	X	X			
(d) Limited access to informal exchange network.			X	X	X			
(e) Exclusion from informal interactions.			X	X	X			
4. <u>Expectations for Productivity--Stereotyping</u>								
(a) Expectations about priority of professional activities.		X		X				
(b) Stereotypes of professional status.		X	X	X	X	X	X	X
(c) Stereotypes of professional aspirations.		X	X	X			X	
5. <u>Superordinate/Subordinate Relationships</u>								
(a) Lack of cooperation.				X			X	
(b) Refusal to provide assistance.							X	
(c) Lack of respect.				X			X	
(d) General insubordination.				X			X	
6. <u>Remedies and Recourse</u>								
(a) Collegial tradition versus affirmative action guidelines.								X
(b) Misunderstanding of applicability of equity laws.		X						X
(c) Interdepartmental and peer pressure.								X

Process Alternatives

The format of a document frequently suggests methods of use which turn out to be restrictive when they were not intended to be so. The format of this document may suggest that the authors see it being read then discussed. Not so! We were restricted by the requirements of print media but we hope the users will feel no such restrictions. As was suggested in the preceding section, our hope is that the cases can be dissected and reassembled to fit topical treatments broader than a single case. In the same spirit, we hope the user will consider a variety of process alternatives which will enrich the use of the cases:

- . All of the cases are available on audio tape. Cases IV, VI and VII are available with slide-tape programs. These audio visual aids are designed to complement the print materials and can be used in groups and classes with or without the casebook.

- . Questions have been interspersed throughout the cases. They occur at points which we feel are natural breaking points. These may prove to be disruptive and should be ignored if the user is attempting to deal with broad issues encompassed by the entire case or several cases.

- . Questions imply a particular form of discussion. The user may have more success with open-ended discussion, e.g., what happened next, or group interactions employing role-playing techniques which extemporaneously rewrite the events of the case.

- . The cases will suggest similar experiences in the careers of the readers. This makes it possible for the discussion or other group activity to involve not just the single case but variants of the case.

- . Data exist which are relevant to the issues raised in all the cases. Since the group leader is often expected to supply factual information or

may wish to refer group members to such a source of information, a companion monograph summarizing recent studies in the area has been prepared by the project team and can be used in conjunction with the cases.¹

. Adversary discussions, including but not restricted to role playing, can be created to stimulate the identification of issues in the cases with the group leader playing the dual role of moderator and recorder.

. These cases can be used to encourage group members to record, either orally or in written form, incidents they have experienced that highlight sex discrimination practices in colleges and universities. The group may wish to undertake a project designed to develop new cases based upon (a) their own experiences, (b) individual interviews with colleagues or acquaintances or (c) group interviews with those likely to have encountered particular forms of sex discrimination, e.g., women graduate students, black women faculty or students, women faculty in predominantly male departments, women administrators. These were, of course, the very techniques employed by the project staff in developing the seven cases in this book.

. Only two institutional descriptions are offered, not because others could not be written but because the cases were drawn from institutions of these two types. However, with little effort and imagination, sections of these cases can be adapted for discussion and use by groups in smaller colleges and universities.

This is not an attempt to write an instructional manual on how to use case studies. We do hope, however, that the preceding suggestions will offset any implication that the cases in this book need to be followed

¹Mary R. Carroll and David L. Clark, Women in Colleges and Universities (School of Education, Indiana University, Equity for Women in Higher Education Project: Bloomington, Indiana), June, 1978.

in some singular fashion. Furthermore, it is our intent that the user will employ the cases in modes which best fit her/his style and institutional setting.

Institutional Setting of Metropolitan State University

Introduction to a Large Doctoral Level Institution

Metropolitan State University is a public, doctoral level university. In the Carnegie Commission classification scheme, MSU would have been categorized as a "1.1--Research and doctoral granting university."¹ These 50 universities are categorized as such by the Commission due to their position as "leading institutions in terms of financial support of academic science in at least two of the three years, 1965-66, 1966-67 and 1967-68, provided they awarded at least 50 Ph.D.'s . . . in 1967-68."²

As the preceding paragraph implies, MSU can hardly be described as an intimate setting. The current year's student enrollment is 31,792. There are over 1,200 faculty members spread across 16 major academic schools and colleges; MSU is a prototypic multiversity.

The faculty at Metropolitan is well trained (the standard for initial appointment as an assistant professor is the doctorate in the professor's major field of specialization) and stable (with the leveling off of students in recent years, about 70 percent of the professorial staff are tenured).

The institutional mission at MSU clearly bridges the function areas of teaching, research and service. MSU considers its influence to be international in scope. This broad mission influences Metropolitan's personnel policies. MSU expects to attract top faculty members and

¹The Carnegie Commission on Higher Education, Institutional Aid: Federal Support to Colleges and Universities (Highstown, New Jersey: McGraw-Hill Book Company, February, 1972), p. 96.

²Ibid.

provide them with approximately 25 percent of their time for research and development (R&D) activities. An instructional load rarely exceeds nine hours per academic period. The faculty members are assessed on the basis of these organizational arrangements, i.e., no faculty members are likely to be promoted or granted tenure unless they are productive in R&D and scholarly writing, and are at least minimally adequate in teaching and service.

MSU is simultaneously a rich, supportive environment for faculty members who are pursuing a scholarly career and a lonely environment for the individual professor. In the midst of an institution with superb library, computing and laboratory facilities and with intellectually stimulating and challenging faculty and students, the professor finds himself/herself in an idiographic institution emphasizing competition and entrepreneurial behavior.

Introduction to a Small Doctoral Level Institution

Metropolitan State University is a public, doctoral level university with a current student enrollment of 15,800. There are over 600 faculty members in 11 major academic schools and colleges.

Metropolitan State University became a university in 1959. Prior to that date, Metropolitan State College had been primarily a teacher preparation institution. Teacher education still plays an important role on campus but as a diversity of other professional offerings have emerged, the balance between education students and other undergraduates has begun to assume proportions normal for a university setting. At the graduate level, studies in education still dominate the campus scene but in recent years the School of Business graduate program has grown in both size and stature. Metropolitan is not considered the prestige university in its state--that role has been preempted by a sister institution that preceded MSU in university status and is both the state university and land grant college. Nonetheless, Metropolitan is a well respected university within and outside its state and is attempting to increase its prestige in R&D productivity.

The faculty at MSU is well trained (the standard for initial appointment as an assistant professor is the doctorate in the professor's major field of specialization) and stable (with the leveling off of students in recent years, about 70 percent of the professional staff are tenured).

The institutional mission at MSU encompasses the function areas of teaching, research and service. MSU considers its influence to be regional to national in scope with special emphasis on the problems of the city in which it is located. Graduates of master's and doctoral programs at MSU routinely secure positions at similar institutions around the country.

The university expects to attract good faculty members and provides them with approximately 25 percent of their time for R&D activities. An instructional load would rarely exceed nine hours per academic term. Faculty members are encouraged to be productive in research and scholarly writing. Promotion and tenure decisions are influenced by this activity on the part of faculty. However, a good teaching record and service to the university is considered to be important, and persons strong in these areas with little R&D activity do receive tenure.

CASE STUDY I
SELECTING NEW FACULTY

Mary Anastasiow
David L. Clark
Marianne H. Mitchell
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CASE STUDY I - SELECTING NEW FACULTY

Dr. John Manning, Chairperson of the Department of Educational Psychology at MSU, had known for two years that he would be recruiting a new faculty member in the area of tests and measurement to replace a well-respected faculty member who was retiring. The task became a reality for John when the following memorandum appeared on his desk:

METROPOLITAN STATE UNIVERSITY
INTERDEPARTMENTAL COMMUNICATION

To: Prof. John Manning	From: Dean Stuart Powell
Dept: Educational Psychology	Dept: Dean's Office
Subj: Replacement for Prof. Hudis	Date: October 16

As you and your colleagues begin your search for someone to succeed Jack Hudis there are a few observations that I hope you will keep in mind. This is our first addition to the educational psychology staff in three years and we are unlikely to be recruiting many new faculty members over the next several years. Our current faculty in educational psychology is 100 percent male and the university officials will be concerned that we follow affirmative action guidelines in making this appointment.

I know that our educational psychology department is first rate; that Jack has a strong reputation in the tests and measurement field; that we must replace him with a young professor who has the potential to become an outstanding faculty member. I am not suggesting that we compromise our faculty quality for the sake of affirmative action. At the same time, I think it is only fair to alert you to the fact that:

1. Your process for recruitment will be examined closely. It is imperative that you follow the affirmative action guidelines in advertising for the position, screening credentials and interviewing candidates.
2. If the department decides to recommend a white male candidate for the position, not only will the qualifications of that candidate be examined closely but the qualifications of competitive women candidates will also be studied.

Good luck on a difficult recruitment task. I know that the departmental faculty will identify an outstanding appointee. Do not hesitate to call on me if I can be of assistance to you.

John had several "first reactions" to this memorandum that he shared, in confidence, with an old friend who was also a department chairperson at MSU:

"Since our department is 100 percent male, doesn't that memo actually amount to a 'directive' to appoint a woman faculty member? I understand why the dean feels we need to hire women faculty and I think I understand affirmative action programs and goals, but when push comes to shove doesn't it really mean that we have to find a woman regardless of its effect on the quality of our program?

"There's another problem in this situation that I don't know how to handle. We've always had the best luck in faculty recruitment when we relied on informal contacts across the country. Each of us knows several top colleagues in the field who produce the best available doctoral students in educational psychology each year. I think advertising is just going to overwhelm us with inappropriate candidates.

"I really wonder if Stuart understands our field. I'm pretty sure that the affirmative action officer doesn't! The vacancy we have to fill is in tests and measurement--not child development or elementary education. Looking for a good woman in this area is going to be like looking for a needle in a haystack. Even if we do find a woman who can qualify for the job, we'll almost certainly have to pass up better qualified men in the process. Since she'll be the first and only woman in the department, she's going to have a rough time being well enough accepted in the department to be promoted. We'll probably be back in the market in two or three years."

* * * * *

1. Isn't John Manning essentially correct?
 - a. Doesn't affirmative action mean that you must hire a woman?
 - b. Isn't the "old boys" network, with all the criticisms of it, still the best way to identify candidates who are likely to fit the job and become high producers?
2. Is the alternative to using the "old boys" network simply public advertising in professional journals and the New York Times? Is there a way to still use informal search procedures with knowledgeable and respected colleagues at other institutions?
3. What actions might be taken by a department to help encourage good collegial relationships for a new woman faculty member? How can they help to ensure that a new faculty member will succeed rather than fail?

* * * * *

By February, the department had identified a young woman, Carol Freedwell, whose credentials were strong enough to justify a personal interview. Carol was in the last stages of writing her dissertation at a university comparable in quality to MSU. Her degree was scheduled for completion within two months--in time for a fall appointment at MSU as an assistant professor. Her credentials actually looked good to John. She had been recommended strongly by Ed McGilton, a professor whom John greatly respected. She had, in fact, been Ed's graduate assistant on a research project and had co-authored a paper that she would be delivering at the upcoming American Educational Research Association meeting in April. In her dissertation, she was attempting to tackle a complicated and significant topic--the reliability of observational methods in classrooms. In addition, she had some experience as an associate instructor in a master's level course in tests and measurement.

Carol's first interview on campus was with John. He reported the gist of the interview to one of his colleagues in the department as follows:

"I opened the interview with the usual small talk--asked her if she wanted coffee, how her trip had gone, what she thought of our campus, how Ed was feeling and how his research was coming along.

"Then she told me her husband's family lived near here, and they had come down early to spend the weekend with his parents. Of course, I knew from her credentials that she was married, so I asked about her husband. Turns out he's getting a doctorate in economics and will finish sometime next year.

"Now I thought it was a sensible time to pursue some questions that had been bothering me:

Me: That must make it a tough time for you to be looking for a job--not knowing where your husband will be located next year.

Her: No, I don't think so. We knew I would be finishing before Chuck and he's planning to try to find employment in this area.

Me: What would the implications be for your job here with us if he doesn't find a job near here next year?

Her: I don't quite understand the question. (She damn well understood my question.) I plan to stay as long as I'm satisfied with the position and the development of my career.

Needless to say, the remainder of the interview didn't go very well."

* * * * *

You are John Manning's colleague. How would you answer the following questions?

1. "Isn't it reasonable to obtain some data on the likely tenure of an appointment? We'll invest time and money in an assistant professor's first year on campus, and as a department chairperson, shouldn't I have information on whether she'll leave at the end of the year?"
2. "How can I ignore her husband's plans? He's not very likely to get a job here next year in economics and whatever she says now, he's not going to sit around idle while she works on her professional career. If they're unhappy, aren't we going to pay for it?"

3. "I always ask male candidates about their wives and they don't get uptight. What's the difference between that and what I asked Carol Freedwell?"

* * * * *

CASE STUDY II
PROFESSIONAL PRODUCTIVITY
AND
THE REWARD SYSTEM

Marianne H. Mitchell
Mary Anastasiow
Martha M. McCarthy
David L. Clark

CASE STUDY II - PROFESSIONAL PRODUCTIVITY AND THE REWARD SYSTEM

Nancy Watson, a doctoral student, is enrolled in the Department of Higher Education in the College of Education at Metropolitan State University. Nancy had been an assistant dean of students at a small liberal arts college in the Northeast before deciding to pursue her doctorate. Her master's level work had been in student personnel administration and she had continued this emphasis in her doctoral studies.

But Nancy was beginning to have second thoughts about her career choice. During her first year at MSU she had the opportunity to teach a master's level course in student personnel administration (SPA); work on an evaluation project with a male professor in the department; and become interested in research on the characteristics of the college age student. The appeal of a career as an administrator in student personnel was beginning to wane and Nancy was seriously considering the option of a professorship in higher education.

This uncertainty had prompted Nancy to seek advice from both the department chairperson and the professor with whom she had worked on the evaluation project. Their reactions had been similar and not very encouraging. In effect, they had said:

- . Your career opportunities are better as a student personnel administrator. That's where your experience is strongest and where the jobs will be over the next few years.
- . If you try to switch career emphases now you will surely have to stay on here for at least another year both to take additional coursework in research and evaluation and to broaden your project experience in those areas. In contrast, you are already prepared to move ahead in SPA.
- . Although we are not trying to discourage you, if the change is one you really wish to pursue, it is only fair to point out that SPA has been an excellent "woman's field" and will become even better with the press for affirmative action. You are

more likely to be breaking new ground in the professorship. You should be certain that research and scholarship are what you want to do with a significant portion of your time if you move in that direction.

Nancy found this feedback discouraging whether or not it had been intended to be so. She didn't feel that either of the advisers she had chosen for consultation were insensitive to her aspirations or to the role of women in higher education, but she did wonder about the extent to which the reaction she had received was tempered by the fact that she was a woman and the advisers were men. Nancy was familiar with the fact that two of her male colleagues in SPA had gone through similar career change decisions in the past year, and at least one of them had been chosen for an assistantship in the Bureau of Institutional Research and Evaluation at MSU.

* * * * *

1. Student personnel administration has been a woman's field in higher education. Job opportunities for Nancy are undoubtedly better in this area. Her background is stronger in SPA. Were the advisers influenced by sex in their counseling or was Nancy simply overly sensitive to what was basically sound career counseling?
2. Do sex stereotypes still affect the types of experiences available to women doctoral students in colleges and universities? Have you had personal experiences which would affirm or deny the impact of sexism on the experiences and achievements of women doctoral candidates?
3. To what extent do sex stereotypes influence the acquisition of entry level positions for women in colleges and universities?

* * * * *

Nancy was cautious but not discouraged by her initial conversations on the subject of the professorship. She decided to turn to a relatively young female associate professor at MSU, Dr. Susan Tyler, who seemed to be carving out a successful career as a professor in educational psychology. She set up an appointment with Dr. Tyler and prepared a tentative agenda

of questions about women in the professorial role. Her first question focused on whether it was sensible to even try to move in the professorial direction--was there a reasonable chance she could get a job? Dr. Tyler's response, in summary, was:

- . Of course you can, but you had better decide ahead of time that your motivation and commitment is strong. I would be lying to you if I argued that the job opportunities over the next 10 years for either male or female professors are going to be good, and you'll face some special problems:
- . Recruitment of new faculty is still controlled by male professors. They are simply in the majority. Affirmative action has opened up the recruitment process but final decisions are still made by predominantly male selection committees and administrators. Many of them remain convinced that the goals of affirmative action can be met by appointing women in 'women's fields.' I'm not sure how this will affect you in attempting to obtain a professorship rather than a staff administrative role in student personnel. I'd guess it will be tougher for you.
- . You ought to expect that some of those involved in recruitment will be trying to find a reason not to appoint a woman. Your credentials will have to be better than your male colleagues to survive the recruitment process.
- . All professors are surely not researchers or scholars. You can predict that you will be more likely to be offered positions emphasizing teaching and service roles--perhaps even a part-time professorial position with a service responsibility attached to it in the dean of student's office.

* * * * *

1. Is Dr. Tyler essentially correct in her observations about the faculty recruitment process? Is it not true that affirmative action programs have had the effect of altering these circumstances? How can a search committee still insist upon better qualifications from a woman candidate?
2. Among women faculty at your institution can you notice any difference in the types of appointments they have received? Is it true that sex stereotyping has pushed them in the direction of service and teaching roles?

* * * * *

Nancy then turned to questions about what she might expect as a professor if she were to obtain such a position. Are there still salary

inequities for women? What about promotion and tenure? Would she be likely to face resentment or hostility from male faculty and students? Dr. Tyler's responses reflected her own experiences as a young, female professor:

Salary: I really think things have changed in the seven years since I came to MSU. Salary equity reviews have had the effect of leveling off the salary differential for male and female professors. At least at this type of institution, my guess is that your beginning salary would be equivalent to a male assistant professor with the same qualifications.

It wasn't that way for me. When I came to MSU I was offered about \$1,000 less than my beginning male counterparts. During my first semester on campus I attended a meeting of the American Association of University Women to which the dean of faculties had been invited to address the "state of the university." Nothing unusual occurred during the speech but he had arranged for a post-speech question and answer session. One of my colleagues (she was a lot braver than I) asked whether there was a differential between male and female salaries for professors. Believe it or not, the dean said he thought there probably was a difference but the faculty had to realize that with limited salary monies available, some attention had to be given to need in setting salaries. Obviously (to him at least), this justified paying more to a male with "family responsibilities."

I don't think that you would run into as blatant or naive a public response in most institutions today. But it is probably fair to note that salaries, like appointments, are still decided upon by men in a man's world. You can still expect to have to be a little better than your male colleagues to receive equal treatment. If there's a chink in your armor of productivity, they'll find it.

* * * * *

1. Have salary equity reviews "solved" the problem of salary discrimination against women in higher education? Do Dr. Tyler's comments apply to all types of higher education institutions?
2. Do you think that Nancy is likely to face more rigorous evaluation standards as a woman faculty member in a college or university?

* * * * *

Promotion and Tenure: I think that if you run into problems in the evaluation of your performance as a professor, it is more likely to occur in the promotion and tenure processes than in salary. First, as I commented in relation to selection,

you have to guard against job assignments that interfere with research and writing opportunities. There is no doubt in my mind that sex stereotyping still influences what many men think women can do best; and they think women are better suited for teaching, advising and service than research and scholarship. But when it comes time for promotion and tenure decisions, research and scholarship are "first among equals" in making the decision, at least at MSU.

Second, during the decision-making process you just have to assume that among the professors on the college or university promotion and tenure committees there will be a few men who anticipate poor performance from women. Whether they would say it openly or not, they feel it. If there is a critical review of an article, or a weak class evaluation, or a complaint from a student in your dossier, they are more likely to credit the negative evidence as valid than they would if they were examining a dossier from a male professor.

I believe I had to be better than my male colleagues to be promoted to associate professor and placed on tenure. Next year my promotion to full professor will be under consideration and I'm already worried about it. I think I have a strong case but I wouldn't want to bet on the outcome.

* * * * *

1. Is Dr. Tyler's assessment of the problems women faculty face in promotion and tenure congruent with your experience and/or expectations, or simply a reflection of the insecurities of an associate professor still facing the promotion process?
2. If a tenure dossier included a complaint from two female students that they were treated unfairly in grade assignments, do you think the sex of the professor being evaluated would influence the credibility given to the complaints by a typical faculty tenure committee?
3. Do you believe that sex stereotyping still influences what higher education administrators and faculty think female professors can do best?

* * * * *

Collegiality: I don't think you should expect to run into any open resentment or hostility as a female professor. Surely you will feel a patronizing attitude from some of your colleagues and students. They'll drive you crazy with casual but insensitive comments that reflect their misunderstanding of your professional career commitment. The real difficulty I've run into has been the other side of the coin. I have had difficulty in seeking out and sustaining strong collegial relationships with male professors and graduate students whose work and intellectual interests clearly overlap with mine. The difficult attitude problem I've

run into is a "live and let live" philosophy. Colleagues with whom I would like to work have seemed to keep me at arm's length. The university is not so enlightened that my male colleagues are still not cautious about close professional relationships with female faculty. I was definitely not sought out by some of the senior faculty as were some of the younger male faculty who came to MSU when I did. I still feel a sense of isolation that is partially professional and partially social.

* * * * *

1. Does Dr. Tyler's experience in establishing collegial relationships reflect what you have experienced and/or would expect for a young, female professor?
2. Are there effective ways to break down such barriers to collegiality if they exist at an institution?
3. Is it still true that male professors who seek out and establish collegial relationships with women faculty or graduate students leave themselves open to criticism and suspicion in most university communities?

* * * * *

Nancy Watson's career decision is still up in the air as this case is being recorded. The decision involves a variety of factors beyond her sex. Nancy does feel, however, that her decision is at least complicated by the fact that she happens to be a young woman rather than a young man. Her data gathering and counseling to date have strengthened her opinion that sex has influenced and still influences the experiences she is likely to encounter in the professorial role.

* * * * *

1. Is Nancy making "too big a thing" out of the role sexism plays in the professorial career?
2. You know female professors who have been highly productive in their professorial careers and have been well rewarded by colleges and universities. Are they simply exceptions to the rule? If they can do it why can't any woman do it? Is sex used by many women professors as a way to excuse their low productivity?
3. Placed in Dr. Tyler's role, what would you have said to Nancy that she did not say? What did she say that you would not have said?

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CASE STUDY III
PROFESSIONAL SOCIALIZATION

Martha M. McCarthy
David L. Clark
Mary Anastasiow
Marianne H. Mitchell

CASE STUDY III - PROFESSIONAL SOCIALIZATION

Dr. Ann Adams was appointed last year as an assistant professor in the School of Business at Metropolitan State University. Although new to the professorial role, she was not a beginning professional. After completing her M.B.A., she worked in a junior executive position for four years before deciding to return to complete her doctorate with a major in organizational theory. Ann was the third woman ever appointed to the School of Business faculty at MSU and the first to be appointed outside the Department of Business Education.

During the year, Ann kept a sporadic professional diary of her experiences at MSU. She had predicted correctly that her appointment would be viewed with more than casual interest by both faculty and students in the school and that her experiences might be worth recollection for herself and for other women beginning careers in "male" fields. Following are incidents from the diary taken from several points in time during the year.

September 10

First day of classes--and a good day overall. I was more scared before my first class than I expected to be. Probably every young professor goes through the same thing, but I had psyched myself up to being both young and female. Graduate students are incredibly well behaved and considerate. One student did come up before class to ask whether I was a graduate assistant and which professor would be teaching the course. However, I think it was an honest mistake--I don't think I was being baited. Spent most of the first period giving an overview of the course and what I expected of them as students. They appeared interested and responsive. I was exhilarated.

September 20

I wish my first faculty meeting had come off as successfully as my first class. Every item on the agenda was routine. The major purpose of the meeting was to give the dean a chance to introduce the six new faculty members to the faculty as a whole. He took about two minutes per introduction summarizing our professional and work experience and formally welcoming us to MSU. I was incredulous when his first statement about me was (and I can quote with absolute accuracy):

Professor Ann Adams comes to us as a specialist in organizational theory and as a living example of our commitment to affirmative action.

He thought that was clever and funny and so did the faculty. I think the rest of his remarks about me were dignified and appropriate but I was so embarrassed for him and me that I can't really be sure. His remarks set the tone for a bevy of patronizing comments and little jokes about my femininity in the coffee hour which followed the meeting. Two of my colleagues rose above the occasion and initiated conversations about my courses and my dissertation.

* * * * *

1. What should a female professor expect to confront from colleagues and students in the early stages of a professorial career in a "male" field? Were Ann's experiences about what you would have predicted or quite different from your expectations?
2. What are the likely long-range effects of "little" incidents similar to the introduction? Are they, after all, only petty annoyances or are they precursors of continuing difficulty in establishing needed collegial relationships?
3. Assume that the faculty meeting had been set up to provide each new faculty member with an opportunity to respond briefly (no more than a minute) to the dean's remarks. How should Ann have responded to the "little joke?"

* * * * *

November 5

Joe Black was assigned to me by the department as a graduate assistant before I arrived on campus. So far he has been a disappointment. He never seems to complete an assignment and I don't seem to be able to get through to him when I lay out his assignments and give him directions. Today, as usual, he breezed in and told me how nice I looked. I had decided ahead of time that I couldn't waste much more of my time with him and that he would understand before he left that I felt his performance to date had been unsatisfactory. It took a few seconds before he really gave me his attention, but he did finally seem to grasp that I am quite serious when I ask to have tasks completed according to a schedule. After outlining what remains to be done by the end of the term, I suggested we plan the workload taking into account his coursework and other assistantship obligations to Don Haggerty. His performance over the next few weeks will indicate whether my message got through to him.

* * * * *

1. Ann has put up with Joe's behavior for two months. Should she have acted sooner? Is her present approach reasonable? Will it have any effect on his performance? If it doesn't, what should she do next?
2. Is it likely or even possible that Joe's behavior with Drs. Haggerty and Adams is quite similar? Although Ann didn't say so, it sounds as if she thinks the G.A. is reacting to her youth and/or femaleness. Isn't it possible for out-group and minority group members to attribute the behavior of others to these statuses and, consequently aggravate their problems?

November 14

We had a department meeting today to discuss candidates for a faculty position for next fall. All the members of the department had reviewed and rated the applicants' credentials, and I assumed we would spend the meeting trying to reach consensus as to which candidates to interview.

That wasn't quite how it worked out. It soon became evident that the other department members (there are three men in our department) had discussed the candidates at length and had concluded that John Singleton would be ideal for the job. I was impressed with his credentials, but I was equally impressed with the credentials of some other candidates. Each time I tried to bring up another name I was politely, but firmly, put off and they resumed discussion of John Singleton. It turned out that one of them had worked with him at another university. I finally realized that the only reason for the meeting was to officially endorse the decision that had already been made on an informal basis. I left the meeting feeling isolated and not very important.

* * * * *

1. Would you guess that Ann was excluded consciously from the decision-making process or that her colleagues were simply insensitive to the fact that she had not participated in the informal discussion that led to the final decision? Is such an incident routine for a new faculty member or was her sex a contributory factor?
2. Ann chose to take no overt action toward the group when she realized that the candidate had been selected prior to the meeting. Should she have responded differently? Would you respond differently? If so, what type of response would be appropriate and what would you predict might be the consequence of such action?

* * * * *

December 11

I had lunch today with Anita Clawson from the English Department. She had been at MSU for 15 years and my impression was that she is a successful and influential faculty member. Turns out that is not her impression. Sometime between the order and the sandwich she began telling me how it was to be a woman faculty member on this campus. She contends that MSU has maintained a double standard in salaries for men and women for years. Ten years ago, she discovered that her salary was well below her male counterparts and she discussed the situation with the dean of faculties. Anita

said that the dean minimized the problem by telling her that she didn't need the extra money because her husband was drawing a good salary and salary levels had to take family need into account.

I told her my beginning salary was competitive with other assistant professors at MSU and guessed that the salary situation at MSU had changed in the meantime. She doesn't think so. She said the only thing that has changed is that her male colleagues and administrators are sophisticated enough not to offer such stupid reasons for the inequities. She didn't fight when the original issue about her salary arose and she is now bitter toward the institution and reluctant to become involved in any sex discrimination battles.

If I follow her advice, I think I'll be in big trouble in the School of Business. She told me not to kill myself worrying about research and publications because I wouldn't be rewarded anyway. Maybe she's right about MSU and I may be naive, but I think an attitude of defeatism is going to make it impossible to achieve equity for women.

* * * * *

1. Have universities historically evaluated the productivity of male and female faculty members differently? Is the situation changing?
2. Have some female faculty members developed a pattern of response and expectation that contributes to a self-fulfilling prophecy of failure and discrimination? Is this a general characteristic of minority group members?

* * * * *

January 17

I got an ego boost today when Don Hackett called from California and asked me to make a presentation at the national conference he's planning. He also said he had heard very positive comments about my performance at

MSU from several of my business school colleagues. Don said that prior to my arrival there was some apprehension that I might have trouble with MSU's graduate students and be "bitchy" around the office. Even Joe Halpin, a staunch male chauvinist, told Don I was actually competent as well as attractive! Someone else said I was making a valuable contribution by bringing some new perspectives to the department. It's a shame I had to learn all this second hand, but perhaps it would be difficult for my colleagues to tell me directly.

* * * * *

Do you think Ann would be less likely to have an accurate impression of her colleagues' opinions of her performance than would a young man who was new to the School? Why or why not?

* * * * *

February 6

The wheels moved quickly on John Singleton's appointment. He was able to join us in midyear rather than waiting until the fall. I'm willing to admit he is a very effective young professor even if I didn't have any part to play in his selection.

It's amazing how quickly he has become oriented to the community. He's been here less than a month and has already been asked to join the Kiwanis Club. He speaks enthusiastically about other civic organizations and obviously feels that our department stresses such activities. I can't remember ever having been encouraged to join a community group. Perhaps I would feel more a part of the town if I were involved in some community activities.

John also mentioned a dinner party that the dean is hosting on Saturday night. He seemed embarrassed when I said that I wasn't invited. He quickly assured me that I should not feel slighted as the gathering was probably for couples.

* * * * *

1. Do you suspect that Ann's experience in terms of involvement in community and social activities is typical for young, unmarried women faculty?
2. What could Ann do to increase her informal, collegial, community and social contacts?

* * * * *

April 18

Today I was called into the associate dean's office and asked to serve on another School of Business committee. He apologized for the fact that I have been tapped for so many committees in the School, but blamed the situation on pressure from the President's office to have female representation on all committees. In discussing my service activities, I mentioned being on the University Task Force for Research on Women. The dean cautioned me not to focus too much of my effort in the area of women's research as the professional payoff would be low and perhaps even detrimental to my career. I know he thought he was doing me a favor by offering this advice.

* * * * *

1. Is the dean offering Ann sound professional advice? Why or why not?
2. What attitude should women faculty assume toward repeated requests to fill committee assignments which require the representation of women? What effect is such service likely to have on a woman's professional career development?
3. Ann chose to respond directly to the dean's advice. Should she have challenged the assertion or discussed it with him? If she had, what would have been the likely outcome?

* * * * *

May 2

I participated in Women's Week on campus by directing a discussion group for female graduate students. After dealing with some general problems that face all graduate students, we focused on sex-related issues.

Permeating the discussion was the feeling that male professors do not think female students are serious about pursuing their careers. One woman expressed resentment at having been counseled to follow a double major to increase her marketability in case her husband was transferred. Another student was advised not to pursue a doctorate in educational administration because she would be unable to find a job in the field. She was encouraged to do her graduate work in counseling instead. Several of the women alleged that they had been denied assistantships because male students were considered to have greater needs for financial help.

Many were uncertain about establishing appropriate relationships with their male professors, some of whom still view all women as sex objects. Close working relationships generate rumors, but the women who avoid informal interaction are excluded from professional experiences such as consulting trips.

The women expressed a need for more female professorial role models. It was good to hear that some of the students viewed me as an example of a female who is succeeding in higher education. One student remarked that I had been an inspiration to her at a point when she had felt so alone and isolated that she contemplated dropping out of school. That comment meant a great deal to me.

* * * * *

1. Would you concur or disagree with the observation of the female graduate students that their career aspirations are considered less seriously than their male counterparts?
2. Is it possible for women graduate students and faculty to establish and maintain effective collegial relationships with male colleagues? What is necessary to initiate and sustain such relationships? Is the environment to support such relationships changing?

3. How would you assess Ann's first year at MSU? If she decides to remain at this institution, which incidents characteristic of her first year are likely to recur? How will subsequent years be different?
4. What advice would you offer to Ann to optimize her chances for success at MSU based upon the incidents she has reported during her first year?

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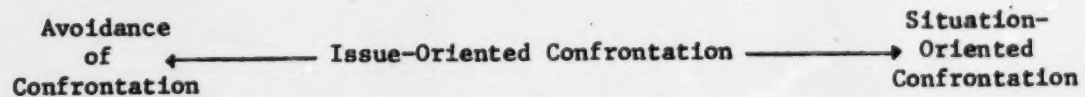
CASE STUDY IV
RESPONSES TO DISCRIMINATORY BEHAVIOR

Marianne H. Mitchell
David L. Clark
Mary Anastasiow
Martha M. McCarthy

CASE STUDY IV - RESPONSES TO DISCRIMINATORY BEHAVIOR

Subtle forms of discrimination are a serious problem for the female faculty member, even in universities where affirmative action programs have improved hiring, salary, and promotion practices. Being excluded from an important social circle or having one's ideas ignored or laughed at can be a frustrating situation for a woman who is attempting to obtain the respect of her colleagues. The individual woman faculty member encounters many such incidents daily, each requiring a decision about what type of response is most appropriate.

There are numerous types of responses with many adaptations one might make to such encounters; however, in this case study we will focus on three types of responses that might be placed on a continuum as indicated below:



Avoidance of Confrontation:

One obvious response the woman faculty member can adopt when confronted with a sexist situation is to simply avoid confronting the issue. She may choose to ignore the situation. Some individuals consistently choose this mode of response.

Issue-Oriented Confrontation:

This may be considered the midpoint on the continuum. With this level of response, there is an effort to try to highlight the issue and to depersonalize it. In the issue-oriented confrontation, an attempt is made to discuss and resolve the issue in an objective manner.

Situation-Oriented Confrontation:

At the far end of the continuum, there is the mode of response we have identified as situation-oriented confrontation. This mode of response is facing the problem directly. There is an effort made to confront the individual who has trampled on your rights. At this level of response, one does not attempt to avoid the personal confrontation. This is clearly an assertive action. It is a personal action that is usually taken when one feels that the issue cannot be allowed to go unnoticed. The situation-oriented confrontation type of response may be a consistent mode of response for some individuals, or it might be a "flare-up" for others.

Setting:

Dr. Beverly Armstrong, a tenured associate professor of history at MSU, was serving as a member of the University Faculty Council Task Force to establish specific criteria for promotion and tenure, and was the first woman to be appointed to the task force. There were four other members of the committee:

Al Hamilton:	Chairperson of the task force and Professor of Geology
Steve Day:	Associate Professor of Law
Tom Miller:	Professor of Economics
Hank Johnson:	Professor of English

The following incidents portray three examples of discrimination Beverly experienced during a single meeting of the task force.

Incident One:

Al got the meeting started, then Steve jumped in and said, "What Tom suggested at lunch is our best bet. Oh, so sorry, Bev. You weren't there, were you? Ah, yes . . . well, Tom, Al, Hank and I usually eat together on Wednesday's so we thought we'd just save ourselves some time and toss around a few ideas about criteria. Tom suggested setting up a three-member advisory committee in each school that would make recommendations to our committee

of specific criteria they think are relevant in their school context. We could then assess how great the differences really are across schools."

At this point Beverly debated about how to handle the situation. Was it too early in her tenure as a committee member to assert herself? Should she confront the issue of exclusionary behavior? Perhaps it would be wise at this point to simply avoid confronting committee members regarding their "under the table" negotiations. She realized that a premature assertive response could cause further isolation. However, avoiding the confrontation could allow unknowing committee members to continue their exclusion of her from their deliberations. On the other hand, they might resent her attempting to "instruct" them if she used an issue-oriented confrontation.

Following are her possible reactions:

1. Avoidance of Confrontation:

I knew that it would take them some time to learn to accept me, so I thought that perhaps if I didn't object right then they would include me the next time.

2. Issue-Oriented Confrontation:

I interrupted their discussion and said that as a member of the committee, I had been excluded from a meeting where substantive changes had been agreed upon.

3. Situation-Oriented Confrontation:

I was disturbed by their action and told them that I found their behavior unacceptable. I would not tolerate being excluded from the decision-making process.

* * * * *

1. What reaction from her colleagues might be anticipated for each alternative?
2. What other reactions might she have had? What reactions would you expect from her colleagues?

* * * * *

Action: At this point she chose to avoid confrontation, with the hope that the problem might "go away."

Incident Two:

Beverly called attention to a specific problem by saying:

"You may have already discussed this, but I was wondering what effect our recommendations on establishing specific school criteria are going to have when procedures for promotion and tenure still require all faculty to meet university criteria in the final evaluation." Her comment was ignored. About 15 minutes later, Steve said virtually the same thing: "Say, an important point that needs to be addressed is what implications the university criteria have for specific school criteria." His comment was considered and discussed at length. Later in the meeting, Beverly again offered a suggestion, saying, "I'd suggest meeting with the University Faculty Council before we go any further. We could get their approval to redefine the purpose of our committee to be one of developing alternative procedures that would incorporate the reliance upon school specific criteria." Again, no one even acknowledged she had spoken, yet 10 minutes later Tom made the same suggestion and was applauded for his sensible idea. It was as if she wasn't in the room.

Following are her possible reactions:

1. Avoidance of Confrontation:

I wanted to say something about how left out I felt but I was afraid that it would alienate them even further.

2. Issue-Oriented Confrontation:

I pointed out to my colleagues that I felt my comments had been relevant to the discussion of the task force but had somehow been lost in the exchange. I suggested that it might be a good idea for us to take some time to discuss group processes and committee procedures.

3. Situation-Oriented Confrontation:

I interrupted the conversation to review the interaction that had just taken place. I indicated to Steve that he had reiterated what I had previously said. I suggested to Al, as chairperson, that he had a responsibility to not allow my comments to go unnoticed in the meeting. I also called to Tom's attention that he had repeated a suggestion I had originally made. I pointed out that I was annoyed that all of the committee members had failed to acknowledge my contributions to the discussion.

* * * * *

1. What dynamics were taking place in the task force meeting?
2. How do you think her colleagues would respond to each of the above choices?
3. What other ways might she respond? What would you expect the consequences of her behavior to be?

* * * * *

Action: As a result of Incident Two, Beverly chose "Situation-Oriented Confrontation." She could see that the problem wasn't going to "go away." Some action was necessary, she felt, for her to be a contributing committee member. She was interested to note the effect that her situation-oriented confrontation had on various committee members. There was a definite air of tension in the room. Two of the committee members appeared to be sympathetic. They indicated that they could identify with her and her feelings about being ignored. However, it was apparent that the other two members viewed her as simply being "bitchy."

Incident Three:

As she prepared to leave the meeting, Beverly was again faced with a problem. The meeting was running overtime and she knew that she had to leave since she had already committed herself to introducing the guest speaker at the women's commission meeting across campus. The chairperson suggested taking a break, so she

explained that she would have to leave due to her prior commitment. Al teased, "Ah hah, another one of those women's lib meetings. You extremists never quit."

Following are her possible reactions:

1. Avoidance of Confrontation:

I decided that it was just a joke since Al likes to tease me. I just smiled and left for the meeting.

2. Issue-Oriented Confrontation:

I told Al that I wished he wouldn't tease about the women's commission, since it is really important to me and to the university as well. It is really hard for me and for other women too, when those types of remarks are made.

3. Situation-Oriented Confrontation:

I told Al that he had made a sexist comment and that it was attitudes like his that made the women's commission necessary. I said that his teasing and disrespect for women was inconsiderate and that I'd appreciate his reexamining his attitudes.

Action: At this point, Beverly did not have time for a lengthy discussion, but she did feel it necessary to confront the issue, so she chose the Issue-Oriented Confrontation level of response and left before she was able to assess its impact on the task force members.

* * * * *

1. How would you predict Al would react to Beverly's response? Is it possible to "depersonalize" confrontations? Did Beverly do a good job in attempting to depersonalize the issue? How might she have focused more directly on the issue?
2. What would you predict as the response of the other task force members? Would they be less likely to feel that any response was personalized since the comment was directed toward Al?
3. Was it appropriate for her to choose this type of response when she did not have time for a lengthy discussion? Do such situational factors provide any guidance for women faculty in choosing the most appropriate response type?

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CASE STUDY V
ADMINISTRATIVE OPPORTUNITIES
FOR WOMEN FACULTY

David L. Clark
Martha M. McCarthy
Marianne H. Mitchell
Mary Anastasiow

CASE STUDY V - ADMINISTRATIVE OPPORTUNITIES FOR WOMEN FACULTY

Dr. Diane Washburn, a tenured, full professor in the Department of Science Education in the College of Education at Metropolitan State University, was confronted with a career decision. Her name had surfaced as one of five final candidates being considered by the college's search and screen committee for the position of Associate Dean for Administration. The dean of the College of Education met with Diane to discuss her candidacy and told her that he hoped she would allow her name to continue in the competition, agree to be interviewed by the search and screen committee, and seriously consider the possibility of accepting the job if it were offered to her. She agreed to remain in the competition, but not without some reservations.

What were the dean's reasons for encouraging her to continue in the competition? What kinds of reactions would her colleagues have? Would the search and screen committee consider her in the same way as they would consider her male competitors? These questions were on Diane's mind during the next two weeks before her interview with the committee. She consulted a friend and fellow faculty member in the college, Dr. Maureen Fleming, about the possible reasons for her selection.

"The dean is under the same pressure as all the administrators at MSU," Maureen said. "There are no women on the dean's office staff and only two female department chairpersons among 23 department heads. Do you want to be the token woman?" Maureen argued that the other four names on the committee's list were men and that Diane was on the list because of affirmative action requirements. Diane later found out that she was, indeed, the only woman on the list.

Maureen's reaction to Diane's candidacy was quite strong: "You have never been a department chairperson. How are you going to compete against other candidates who have been? Don't kid yourself that your friends on the faculty will stick with you in this competition. Electing you as a committee chairperson is one thing; wanting a woman to review their salaries and departmental budgets is another. When the final selection is made you'll end up being a solid honorable mention who fulfilled the requirements of affirmative action."

* * * * *

1. How can women and minority group candidates respond to the charge of tokenism? If Diane believes this allegation to be true, should she withdraw from the competition? If she does withdraw, is she not simply perpetuating the paucity of women in administrative positions in higher education?
2. Are Maureen's predictions consistent with your observation of the reactions of search and screen committees? Will Diane be ruled out on the basis of little prior administrative experience? Will her faculty friends view her competition for this role differently than the assumption of faculty leadership roles?
3. In considering women for higher level posts, are search and screen committees becoming more sensitive to the fact that women have had few opportunities in the past for entry level administrative jobs in higher education? Should they be? Isn't it unfair to pass over a male candidate of roughly equivalent ability who has been a department chairperson?

* * * * *

News of Diane's inclusion on the search and screen committee's list circulated around the college and produced some flippant comments and bad jokes that disturbed her:

Hey Diane, I thought a dean for administration had to balance the school's budget--can you handle your checkbook better than my wife?

We need more women administrators. I'm tired of being pushed around by men.

Triggered by Maureen's comments and the "all in fun" responses, Diane began to worry seriously about the reaction of her professorial colleagues.

Within her own four-member department, she recalled that although her three male colleagues obviously respected her work, they frequently ignored her when such items were up for consideration as budget and personnel decisions. She had been elected to the college's faculty council but on reflection it seemed to her that she was turned to most frequently on program matters rather than budgetary or personnel policies. Had she actually overlooked or misassessed what her colleagues thought she did well? Would she run into opposition to her candidacy from wholly unexpected quarters?

* * * * *

1. Isn't it common practice for faculty to exchange "barbs" when a faculty member considers assuming an administrative role? Wouldn't you guess that Diane's four male colleagues had roughly equivalent bad jokes fired in their direction?
2. Has it been your experience that male faculty do hold strong stereotypes about the administrative roles and functions that can be performed effectively by female faculty?

* * * * *

Diane's interview with the search and screen committee was also an experience that troubled her. Most of the committee's questions were quite reasonable, but three in particular seemed discriminatory.

. She was asked how much formal administrative experience she had, even though the committee members had had her vita for three weeks and knew perfectly well that she had not had previous experience. She wondered if this question had not been posed simply to set the stage for rejection of her candidacy.

. She was asked whether she thought she could stand up to the pressures of conflicting demands from department chairpersons and faculty. Diane wondered if her male competitors were asked the same question.

. She was asked if she thought that dealing with predominantly male faculty department chairpersons would interfere with the way she would carry out the job--did she think she could command the respect of her male colleagues?

* * * * *

1. How would you have interpreted the committee's question about prior experience? Might the committee simply have been following a common interview format with candidates? Could they have been searching for experiences other than formal administrative posts?
2. Isn't it reasonable to ask any minority group candidate how he or she will deal with pressures exercised by the majority? Would you consider any of these questions to be discriminatory? If you were a member of the search and screen committee, wouldn't you be interested in a female candidate's reactions to the questions?

* * * * *

Whatever motivated the committee's questions, Diane's responses must have been satisfactory because she was one of the two candidates recommended by the committee to the dean. This, of course, entailed another interview and another decision for Diane. She was quite clear in her own mind about the job-related questions that she wanted to direct to the dean--salary, explicit functions, relationships to other members of the dean's staff, continued opportunities to work in science education, etc. What she wasn't sure about was how to follow through on the questions of the relationship of her sex to the position. Did the dean really have confidence in her ability or was he simply responding to affirmative action pressure? Would she have freedom to operate in the position or would she be constrained by his view of what women can handle competently? Should she discuss openly any concerns they might share about the faculty's reaction to her appointment if she were chosen?

* * * * *

1. Should a female candidate for an administrative position assume the same posture in a final job interview as a male candidate? If she does not, isn't she exhibiting sexism in her approach to the job?
2. Assuming you wanted to pursue Diane's sex-related concerns with the dean, how would you go about it? Couldn't you anticipate that a reasonably sophisticated administrator will know the "right" answers whatever his true feelings may be?
3. If women candidates for administrative posts wait until they find the ideal job with the ideal superordinate administrator, aren't they contributing to the problem of too few women in administrative posts? Don't they have a social obligation to try to break through even under less than ideal conditions?

CASE STUDY VI
STAFF/SUBORDINATE RELATIONSHIPS

Martha M. McCarthy
Marianne H. Mitchell
David L. Clark
Mary Anastasiow

CASE STUDY VI - STAFF/SUBORDINATE RELATIONSHIPS

The sex discrimination confronted by women faculty in colleges and universities often comes in small and apparently insignificant packages. Many of these everyday occurrences involve the faculty member's relationship with staff who report directly to her, typically a secretary, graduate student or a service employee of the university. These situations can be aggravating and demeaning to the faculty member and are especially difficult to deal with because they involve individuals who would generally be classified as subordinates to the faculty member.

The following incidents are based on the recollections of Dr. Melissa Hewitt who has been a professor at MSU for several years, and involve her secretary, a graduate student and a service employee. Melissa noted that these problems occurred so frequently they tended to blend together, but the particular sequence noted here was easy to recall because the incidents all happened in the course of one day--not a terribly good day at that!

Good Morning To You, Too

To get a flavor of how the day was going to go, you really need to know that the semester was six weeks in progress and I felt that I was six months behind. The previous day had been a hassle and I had come back to the office in the evening to read two dissertation drafts for student meetings that were scheduled today. My secretary, Betty Sampson, who works for George Mathews and me, has been with us for three years. We generally get along pretty well but the general impression Betty conveys to me is that she works for George and me in that order. On this particular day we started off with a conversation that, as I recollect, went something like this:

Betty: Say, Meliassa, were you in here working last night?

Me: Yes, I was. Quite late, in fact.

Betty: Did you use the coffee pot?

Me: Yes, I did. Why?

Betty: When you use the coffee pot at night, I wish you'd wash it out when you're done--it saves cleaning up a mess the following morning.

Me: O.K., Betty. I'll be sure to remember.

That kind of opening should have been a clue that this was not going to be one of my better days. While Betty was out with the coffee pot, before I even had a chance to settle down at my desk, I was accosted by a typewriter repairman. Our conversation went roughly as follows:

Him: I'm here to check a couple of typewriters. Which ones are they?

Me: I'm sorry. The secretaries are the ones who know what needs to be done. You'll have to wait until one of them returns.

Him: Don't you have the work order?

Me: No. The departmental secretary is responsible for such things.

Him: Don't you work here?

Me: Well, yes, but I'm a professor. I don't know much about the secretarial work.

Him: Oh, all right. I'll wait.

Later That Morning

About two hours later, with my earlier irritation almost gone, I walked out to Betty's desk to hand her a book order for a summer course. George Mathews walked up to the desk at almost the same time and I swear this is what happened. George got there first and said:

George: Betty, I want you to send a note to Sam Goldstein over in the forensics department. Tell him I'd be glad to come to speak to his class, but can't do it next week . . . make up some reasonable excuse and try to get it out today, will you?

Betty: Sure, Dr. Mathews (spoken as she wrote quickly, trying to get down all of what he said).

Me: Betty, I need to order these books for next summer. Today's the deadline. Here are the references and course numbers.

Betty: I have to get this memo out right away. Here's the book order form. You could fill it out.

Me: It can wait until after you finish Dr. Mathews' memo. Just be sure you get it out today.

Now For The Afternoon

I didn't really need any more of that kind of psychological support that day, but I was treated to a carbon copy of the morning's exchange by Bob Richman, a graduate assistant who works with me and one of my colleagues—Jim Blake. Bob is not the best G.A. I've ever had by a long shot, but he tries to compensate with an amiable and breezy attitude that I can generally tolerate fairly easily. Bob checked in with me about mid-afternoon and we had this brief exchange:

Bob: Hi, Dr. Hewitt. Just thought I ought to check with you before I head over to the stat lab.

Me: Oh, hello, Bob. Could you take this list of journal articles over to the library and check to see which ones are on reserve for my class next summer? If they're not on reserve, please check them out of the stacks and ask the librarian to get a photocopy for the file in the reading room.

Bob: Sure, but could it wait 'til Friday? I have this big stat test on Thursday and I really need time to study.

Me: No problem. But I'd really like to have you take care of it this week. It's the library's deadline, not mine.

Considering the way the day had gone up to this point, that exchange would have been one of its highlights if Jim Blake had not walked in just as Bob was about to leave and treated me to this conversation:

Jim: Bob, I want to see you for a minute when you're through.

Bob: I can see you right now, Dr. Blake.

Jim headed back to his office with Bob following.

Jim: Bob, I want you to take this chart over to the AV Center. Ask them how long it would take them to do a clean job of making an enlargement of it. Also, ask them how much it would cost to use different colors for each of the different headings.

Bob: Sure, when do you need the information?

Jim: Tomorrow would be fine. Just call me when you find out.

Bob: O.K., anything else?

Jim: No, see you later, Bob.

I wanted to scream out the door, "Is the damn AV Center closer to the stat lab than the library?", but I thought Jim would have concluded that I had finally taken leave of my senses.

Denouement

The day didn't really end until the next morning when I again confronted Betty and her dirty coffee pot and cups. This time, however, I was totally innocent.

Betty: Melissa, were you working late again last night?

Me: No, why?

Betty: Oh, the coffee area was a mess this morning and I wondered who was working last night.

Me: Dr. Blake had a class in here last night. Why don't you ask him?

Betty: Oh, that's right.

At that moment, Jim Blake walked into the office.

Betty: Good morning, Dr. Blake (spoken in a pleasant, friendly tone, as she walked over to clean up the coffee area).

* * * * *

1. Assuming that a female professor cannot spend day after day in confrontations with staff and subordinate personnel on attitudes toward women professionals, what practical options are open to women when confronted with such incidents? Which are worth pursuing? Which should be ignored?
2. What risks are involved in attempting to establish appropriate superordinate-subordinate relationships with staff personnel who obviously hold prejudicial attitudes toward women? What differences would be involved, for example, in attempting to deal with the problems involving Betty on the one hand and Bob on the other?

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CASE STUDY VII
GRIEVANCE PROCEDURES AND WOMEN'S EQUITY

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CASE STUDY VII - GRIEVANCE PROCEDURES AND WOMEN'S EQUITY

What happens to a faculty member who employs grievance procedures when she discovers evidence of salary discrimination? Are such procedures readily available to those who have a complaint? How does such an action affect the faculty member's personal and professional relationships with others in her department? The following is a report describing the experiences of one such faculty member, Dr. Caroline Mullins.

Caroline had been on the faculty at Metropolitan State University for six years when pressure from the local chapter of the American Association of University Professors finally resulted in the publishing of faculty salaries by the MSU administration. Caroline had been promoted to associate professor of political science during her fourth year on campus and had been granted tenure just before the salaries were made public. Following is her written account of the incidents that followed the publication of the salaries.

I was surprised and unhappy to discover that several male colleagues (one in my own department) who had been at the university the same number of years as I were making from \$500 to \$2,100 more than I was earning. None were making the same or less. Two associate professors in other departments, who had not been granted tenure that year, had higher salaries than mine. I considered the matter for two months before taking action. I felt uncomfortable in talking about my own salary, but I was more uncomfortable doing nothing about it.

A. DEPARTMENT-LEVEL APPEAL

I decided to bring the matter to the attention of Gregory Hines, Chairperson of the Department of Political Science. In my opinion, Greg and I had always had a solid personal and professional relationship that,

I thought, would not be disrupted by a frank appraisal of my situation. I had always felt that Greg viewed me as a promising and productive young faculty member.

The conversation with Greg did not proceed as I had expected. Greg had been department chairperson since I was employed and he made it quite clear that my "complaint" was a reflection on his judgment about my salary increment. He pointed out that my beginning salary at MSU had been less than my male counterparts because other members of the department, and Greg himself, had held some doubts about my success at MSU. I had been successful, for which he noted he was pleased, but had hardly been so outstanding as to justify remarkable salary increments. All my increments had been average or better on Greg's recommendation and, he noted, in his opinion I had been treated fairly.

To my surprise, Greg ended our conversation rather abruptly; did not volunteer to review the case further; and noted that we apparently had an irreconcilable but honest difference of opinion that, from his point of view, would not damage our future professional relationship. He volunteered the advice that I drop the subject but also pointed out that if I felt I could not or should not, my next level of appeal would be to the dean of the College of Arts and Sciences.

* * * * *

1. Should Caroline accept the advice of her chairperson and drop the subject? Or should she appeal to the dean? What would you expect the outcome of such a meeting to be?
2. What is the likelihood of her obtaining a fair hearing from the dean? (Perhaps Greg Hines would precede her and "color" the dean's view?)

* * * * *

B. COLLEGE-LEVEL APPEALS

1. Dean

I almost accepted Greg's advice to drop the subject. The discussion of my salary had turned out to be just as uncomfortable and more unpleasant than I had anticipated. But the feeling just would not go away that I had been treated unfairly in regard to salary and in an unnecessarily preemptory fashion by Greg. I set up an appointment with Dean Thomas Jeffers. He told me that he had talked to Greg about the case. He explained that he would take my case under advisement, talk to Greg again, as well as some of my colleagues, review the increments I had received year by year, and get back to me. One week later I received the following memo:

METROPOLITAN STATE UNIVERSITY
INTERDEPARTMENTAL COMMUNICATION

To: Prof. Caroline Mullins	From: Dean Thomas Jeffers
Dept: Political Science	Dept: Arts and Sciences
Subj: Salary Equity	Date: January 19

I have had an opportunity to review your salary history from the date of your initial employment at MSU. After having had conversations with your department chairperson and several colleagues in political science, reviewing your yearly productivity ratings, and comparing your progress with others of comparable rank and experience, it is my judgment that you have been treated equitably in regard to your salary.

Let me hasten to add that your colleagues, your department chairperson and I are unanimous in our appraisal of the good quality work you have done at MSU. This work has been evident in actions regarding promotion and tenure and the average to above average salary increments you have received. I hope you will not interpret my negative decision on your request for equity review as a negative appraisal of your accomplishments at the university.

If you feel that you need to discuss this matter further with me, I will be willing to do so. Also, as you may know, the college has a Faculty Discriminatory Practices Committee appointed by our faculty senate to hear cases of alleged discrimination. That route is, of course, open to you if you desire to pursue this matter further.

* * * * *

1. Would you follow the dean's suggestion and consult with the Faculty Discriminatory Practices Committee?
2. If so, what would you expect the outcome of your action to be?
3. If not, why?
4. What other options, if any, might be available for Caroline to pursue? Examine each option and discuss potential consequences.

* * * * *

2. Faculty Discriminatory Practices Committee

I again carefully considered the consequences of further action. I had always thought that the Discriminatory Practices Committee was set up for malcontents or poor producers who ran into institutional troubles. I had never envisioned myself in those same situations.

However, my decision was made when I received some unsolicited advice from Greg. He told me that he hoped I was now satisfied that he had been right in our first conversation, and that the matter had already been pushed far enough so that the dean and some of my colleagues were worried about "Caroline's obsession with money." He suggested that taking it on to the committee would only make matters worse and that he had already noticed that my "obsession" was interfering with my work.

Angered by Greg's comments and still feeling that I had been treated unfairly, I met with Charlie Fawcett, chairperson of the committee, and obtained the forms for filing a formal complaint about discrimination. Charlie didn't sound too promising. He pointed out that alleged discrimination was difficult to prove and the burden of proof would be on me. He said that the Faculty Committee had no investigatory arm and that the case would be decided for the most part by exhibits prepared by the Dean's

Office and myself, and testimony from us, if necessary. Seven months earlier my conversation with Charlie would have ended the matter, but I was now certain that I had to see it through whether the odds were against me or not.

The committee reviewed my case, and advised Dean Jeffers of their conclusions:

1. They were unable to support the contention of discrimination.
2. They felt some consideration might be given to me in salary increments over the next year or two because of my unusually low beginning salary at MSU.

Dean Jeffers called me to assure me that he would consider the committee's advice in reviewing my salary for the next year.

In the meantime, my personal and professional relationships within the department began to deteriorate. Greg was visibly irritated with me. He avoided me whenever possible. Some of the other department members were obviously afraid that Greg would be annoyed by their contacts with me. One of the younger department members told me that two or three of my older colleagues had classified me as a troublemaker.

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1. What influence, if any, would the reactions of your departmental colleagues and chairperson have on your decision regarding further appeal?
2. How would you handle your interpersonal relationships (or lack of them) within your department?
3. What support base might be available to Caroline?
4. What options beyond the college-level might be available for her to pursue? Examine each option and discuss potential consequences.

* * * * *

C. UNIVERSITY-LEVEL APPEALS

1. Affirmative Action Officer

I was feeling more and more uncomfortable with the situation within the department and with the committee's decision, so I decided to talk to Betty Terrell, the MSU affirmative action officer. Dr. Terrell indicated that she had already heard about the case but had no basis for intervention from the university level since the case had been handled on an intra-college basis. She reviewed the materials and informally advised me that she felt I had a good case. Dr. Terrell asked my permission to discuss the problem with Dean Jeffers to see if an informal adjudication might be worked out that would not involve any further formal complaints or actions.

Dean Jeffers' reaction was a cold one. He told Dr. Terrell that he had already spent more time on the case than he felt was warranted and if I still was dissatisfied I could appeal formally to the university authorities. I then reviewed the whole situation with Dr. Terrell, including my growing intra-departmental problems. The next step was to appeal to the university's Faculty Review Board, if I felt that it was in my best interest to do so. Dr. Terrell thought the review board would rule in my favor, especially if I retained a lawyer to help prepare my case. The board was, however, only advisory to the Dean of Faculties, but she thought the dean would be likely to follow its advice. On the other hand, win or lose, I was almost certain to lose in my relationships with the college and my department.

1. Caroline appears to have the choice of either going to the Faculty Review Board or dropping the entire matter. What other routes might she pursue at this point? Examine each option and discuss possible outcomes.

2. Faculty Review Board

I decided to retain an attorney and continue to seek equity. An informal hearing was held in which the two witnesses called were faculty colleagues of mine. This occurrence caused me to feel even more uncomfortable within the department. The review board's recommendation to the Dean of Faculties was that inequity had been established and that my salary should be adjusted upward by \$800 per academic year. The Dean of Faculties agreed and adjusted my salary retroactive to the beginning of the academic year.

* * * * *

1. What effect would you expect the Faculty Review Board's recommendations to have on Caroline's collegial relationships within her department, her school and at the university level?

* * * * *

Although I had won my case, my problems within the department continued. I finally decided to give up my tenured status at MSU for a position at another college, feeling that the continued coolness toward me on the part of my colleagues was not only unwarranted but also interfered with the quality of my work.

* * * * *

1. Would YOU choose to appeal a salary inequity? If so, how would you pursue the problem? If not, why?
2. What would you expect the consequences of your action to be?
3. Just how effective is a grievance procedure if its result is departmental ostracism?

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